**Making Predictions**

**English Language Arts and Visual Arts**

**Grade Level: Kindergarten**

**Reader level of the text: 1**

**Lesson topic:** The topic area is comprehension and the specific strategy is making predictions.

**General Purpose Statement:** The activity will take place during literacy centers. I will have the book “My Backpack” ready to read to the children at my table. I will read the book up until the very end. I will set the stage for the children by asking them to predict what they think will happen at the end of the story. I will present them with the necessary materials to illustrate an alternative ending on a piece of paper. The environment will support their development by allowing them plenty of space to listen to the story at the table and space at their tables to create an illustration of the ending. The comprehension goals for this lesson are met by the children using their prediction skills through an illustration related to the story.

**NCSCOS Objectives**:

English Language Arts

Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

**Objective 2.05** Predict possible events in texts before and during reading.

Visual Arts

Competency Goal 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objective 1.02 Use imagination as a source of ideas.

**Teaching Objective(s)**: The teacher will read “My Backpack” aloud up to the climax and the student will draw a picture that represents one logical prediction about what will happen at the end of the book.

**Materials Needed:**

-“My Backpack” by Eve Bunting

-paper

-crayons

-pencils

-backpack

-inside my backpack:

-notebook

-pencils

-water bottle

-markers

**Lesson Sequence:**

I will begin interacting with the children while they are seated at the table with me. I will put my backpack on the table so they can see.

Me: If you bring your things to school in a backpack, raise your hand.

Most or all of the children will raise their hand. I will acknowledge that about everyone uses a backpack to carry their items to school, including me.

Me: It looks like almost everyone brings their backpack to school. What do you keep in your backpack?

Me: You all have so many different things that you keep in your backpack!

-I will show my backpack to the students and ask them what they think is in my backpack.

Me: I have my own backpack here with me today. What do you think is in my backpack?

-I will remove the book “My Backpack”, my notebook, pencils, markers, and water bottle from her book bag and show the students what I keep in my own backpack.

Me: I have a book in my backpack, a notebook, pencils, markers, and a water bottle.

Me: By telling me what you thought was in my backpack, you made a prediction. A

prediction is like making a guess about something. It could be making a guess about

something that will happen or something that you can’t see. I bet you make predictions

everyday! You couldn’t see what was in my backpack before I showed you, but you

made a prediction about what you thought might be in my backpack”

Next I will say introduce the story “My Backpack”

Me: Today, we are going to read a story about a boy and his backpack. Just like you

and I put many different things in our backpack, he puts many things in his!”

Let’s do a picture walk. I will go through a few pages of the story, stopping on each page for the children to make comments.

At the end of the picture walk I will begin reading the book.

Me: Okay, let’s find out what he puts in his backpack!

Midway through the story (just after the boy takes the cat in the backpack and heads outside) I will stop reading the story.

Me: Oh no! It looks like this boy has taken many things that might be important to

people. What are some of the things that he has taken so far?

Students: Brother’s mitt, the TV remote control, etc.

Me: What do you think will happen next?

Students: He is going to get in trouble. His backpack is going to be too heavy. He is going to give everything back.

I will listen to a few different responses and summarize the student predictions.

I will tell the students:

Me: I’m not going to read the end of the story to you yet because I want you to make a prediction. Just like you made a predication about what was in my backpack you are going to make a prediction about what you think will happen at the end of the story. At your seat you are going to draw a picture of what you think will happen at the end of the story? What will happen next?

While the students are working I will ask questions about their illustrations and make comments.

Me: I am seeing some very detailed illustrations. I see lots of different color on your illustrations. You are drawing a backpack full of different items. What are you drawing?

I will give the students a five minute warning to finish up their illustrations and discussions about their prediction.

Me: You have five more minutes to finish your illustrations!

After the students have completed their illustrations I will allow the children to share some of their illustrations and predictions.

Students: I think he will give all the things back that are in his backpack. I drew a picture

of him putting more things in his backpack!

Me: You all have made so many different and interesting predictions. I can tell that you

put a lot of thought into your illustrations and predictions.

I will read the ending of the story to the children so they can hear the book ending to the story.

I will give the children the opportunity to compare and contrast their own predictions about the ending to the book ending.

Me: Let’s talk about your own predictions about the ending and the book ending. Did anyone have the same ending?

Me: What did you think about the book ending? Did it surprise you?

Conclusion

You have all made some very interesting predictions today. I could tell that the wheels in your brain were moving fast through this activity. Predictions are important because they help you make an educated guess based on what you have read. I could tell that you all were paying attention to the story because you made predictions that were related to the story. I hope you enjoyed the story and enjoyed making predictions about how you thought the story would end.

**Evaluation**: I will assess the student’s achievement in the lesson through their illustrations. I will be checking to see if their illustration aligns with their prediction. I will also be checking to see if their prediction is related to the story. I will use an assessment rubric (attached)

**Assessment Rubric – Lesson on Making Predictions**

**Procedural:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Name** | **Level # 1**  **Did not draw picture or make prediction.** | **Level # 2**  **Drew a picture but was not related to book** | **Level # 3**  **Drew a picture and prediction was related to book.** |
| Elise |  |  | Drew a picture. Predicted that the mom would be upset that the boy took people’s things. |
| Illana |  |  | Drew a picture. Predicted that the boy was going to get into trouble because he took other people’s things. |
| Aidan |  |  | Drew a picture. Went back and forth with predictions. Settled on the prediction that the mom would not be mad at the boy.  \*made a text to self connection |
| Elle |  |  | Drew a picture. Predicted that the mom would be mad at the boy for taking things and putting them in his backpack. |